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ABSTRACT

This presentation discusses an hourly scheduled, flex-time program at the University of Oregon for children 15 months through 4 1/2 years of age whose parents are usually students. Serving a population of highly educated people who provide a stimulating home environment, the flex-time program gives more attention to social-emotional and creative growth. Flexible scheduling allows parents to select and request day care at times which fit their schedules. Children, however, experience familiar routines with a core group of peers and adult aides in an environment that is rich in alternate activities and has a changing population. The program accomodates parents who wish only a few hours of day care per week as well as parents who need day care for longer periods of time. As a general rule, aggression levels in the center are low because groupings change often and the same core group of children are not always present at the same times each day. Groups forming among toddlers and preschool children change in size, age and activity level depending on the day of the week and time of day. Because groups change in a short time span a child will be exposed to several play experiences even if he or she remains in the same core group. Despite this changing setting, children do establish strong relationships with each other during the school year. This program is being expanded to another campus child care center. (Author/RH)

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Flex- time Child Care:
An Alternative Campus Child Care Program

Presented at the 1979
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Our topic is Flex-time Child Care: An Alternative Campus Child Care Program. We will be discussing an hourly scheduled program for children fifteen months through four and one half years of age at the University of Oregon, Eugene, Oregon. This type of program is unique in its scheduling of children, therefore, has a unique program orientation. We feel that the framework and content of our center can be utilized at any campus center and in other settings as well where an alternative to half day, full day care is sought.

My portion of the presentation will go into an overall description of the program including a slide show which will give you a visual orientation to our center. I will also go into detail on the mechanics of the program; our scheduling procedures and policies and billing practices. I am going to be followed by Dennis who will discuss the effect of flexible scheduling upon the program, program goals, individual child goals, and group goals. In addition, he will examine the type and degree of interactions children have with adults. Sheila will then discuss the interpersonal relationships developed between children and the group and among each other. She will also discuss the communication network at the center among staff, parents and children. I will then draw some conclusions about the components which make the program successful and open the session for questions.

Eugene, Oregon is a community of 100,000 where the University of Oregon is a major employer along with the lumber industry. Our campus has a population of 16,000 undergraduate and graduate students. Our center is located right on campus inside the Erb Memorial Union (EMU), the student union building. The union was expanded five years ago and a child care center was included in the architect's design. The space was initially designed for a wide variety of age groups; infants through an after-school program. Here the architect's dream and reality of providing care for such diverse ages came apart as there was not enough room and just too much confusion. The population of the center evolved to what it presently is over 2½ years ago. We provide hourly scheduled care for eight toddlers aged fifteen months to two and one-half years; sixteen preschoolers aged two and one-half to four and one-half years from 8am to 4:30 pm Monday through Friday following the University calendar. We also have an evening program, 6pm to 10 pm Monday through Thursday for six children aged 1 to 6 years. In addition to our regularly scheduled children, when space permits, we will accept drop-ins. Though we only have eight toddlers spaces during the day, because we schedule children hourly we may have as many as sixteen different children come into the program in a given 8½ hour day. We have 25 different families per week who use our toddler spaces. We have 36 families per week using our sixteen preschool slots. And we have 10 families using our evening program. The advantage that one can immediately see is that we are serving many families for a comparatively few spaces.

When enrolling children, we give a first priority to University students then faculty and staff, and finally, children from

the community. Students receive first priority because the program is part of the University. The Erb Memorial Union is considered a department of the campus and my salary as Child Care Coordinator and the salary of the Program Assistant come out of the program budget of the EMU. Our Lead Caregivers, the Toddler and Preschool teachers, who work an eight hour day are paid from parent fees. We charge $1.12 per hour for children under three and $.98 per hour for children over three. Program supplies and materials also come out of parent fees but our utilities, maintenance, space, and payroll services are provided by the EMU. Our food program is subsidized by the USDA and contracted to the food service in the EMU.

In addition to serving primarily University students, 70% of children enrolled, we benefit the University community in other ways. Workstudy and practicum students are hired and trained by us to provide care for the children as well as gaining first hand experience. On an occasional basis departments on campus use our facility for research work and we provide the University with a small population of people distinct from the usual folks one normally sees on campus.

-SLIDE SHOW-

Our program, perhaps, still looks like any other child care center. Let us examine what makes it unique; its scheduling process. After students have registered for their courses on the first two days of each quarter, they come to the center and request the hours of care their child will need. Parents are given an information sheet and are assisted by the Lead Caregiver

who will be with their child. They are told about the activities in the program and are instructed to limit the amount of hours per week that their child is enrolled to 30 hours maximum. This limit was set for two reasons. First, the center's philosophy is to serve as many families it can for short time periods and, secondly, as you may have seen in the slides, there are not enough private places for a child in the center and for a child to be there 8½ hours five days per week is too much stimulation.

Another stipulation made in selecting hours of care is that children must come in by 11am or at 2pm and they must be picked up by 12:30pm or after nap at 2pm. We have found it to be too disruptive for everyone to be coming and going during lunch and naptimes. The parents then select and request the times they need. Let,s say MWF 10:30am - 2pm, TuTh 8:30am - 11am.

At the end of the last day of registration, the Lead Caregivers gather all the request and schedule as many children as they can giving returning families priority. We then notify each family. We often find ourselves juggling schedules over the telephone asking some families to postpone coming in until 11am so another family can stay until then when a class ends.

SCHEDULE EXAMPLE: Sample Master List of one day's times.

We have found that our luch hour is our most requested time span and what we have done to accommodate as many children as possible is to ask some parents to take their children out from 11:30am to 12:30pm and then bring them back. Since some children leave by 12:30pm, we then have room for them. This has been favorably accepted by parents as it gives them a

special time during the middle of the day to be with their child.

During the quarter, parents may make up to two changes in their schedules without charge. We bill parents monthly and they pay for care that has been reserved ahead of time. We have an elaborate bookkeeping system that enables us to pick out from the daily sign-in sheets when a child has stayed for any amount of overtime, that is, beyond their reserved hours. Because the Lead Caregiver has an enrollment roster for every day of the week which is made up at the beginning of each quarter, s/he can tell who should be there and when each child should be picked up. Parents are billed at the end of the month for any overtime that has been incurred. And in the cases where there is dispute we are able to pull out our master billing charts and show them exactly which days the overtime occurred.

Our enrollment has been quite high for the past two years. Our toddler program is operating at 92% capacity on the average, some days at 97%; and our preschool program is 87% full. We have found that parents will take any hours we can provide them so that they can get a foot in the door and gain some priority for the following quarter. Unfilled hours are also used by parents who are flexible in times and just want their child to have the experience of being with other children in the program and gaining valuable experiences.

Because we are serving a population of highly educated people and people who are providing their children with an enriched and stimulating home environment, the philosophy of the center is to provide a place where children will gain cognitive skills but with more attention given to social-emotional and creative growth.

Our program's intent is to serve not only the child enrolled but the whole family. We help the parents by first providing their child with a safe and nurturing environment while they are separated and, secondly, by being available as a resource for information on child-rearing and other social services in the community.

The benefits of part-time care as we practioners see it is tremendous for both parent and child. We offer the child a special place to be when they must be separated from their parents while enriching their life through our materials and through the child's own development in establishing warm and nurturing relationships with other adults and children.

Our program benefits the parents so they can have time to themselves and when with their child give them more "quality" time. We encourage parents to ask questions, get feedback and develop parenting skills. Parents get to know one another through the center and often bring their children together outside the center. Many of the families live in the same university housing complexes and are able to support each other with their parenting skills.

Both parent and child benefit from time away from each other. Our center enables that time to be productive and meaningful for the child while the parent is away.

-- The Effect of Flexible Scheduling Upon the Program Orientation - Discussion of Program Goals, Individual Goals, Group Goals.

Flex-time scheduling in part dictates both the scheduling of daily in-center activities as well as the specific adult and child population that participates in any portion of that schedule. Even though the group of people in the Center is constantly

changing an individual child is met with the same group of children who are scheduled to be there during the same weekly time-blocks as he/she is. For example, a child who is in the Center MWF Afternoons sees primarily the same individuals each of these days. In addition, such a child would be involved in a predictable schedule of activities.

The regular schedule, part of which each child participates in, is as follows:

PRESCHOOL: 8:00 - 9:30 variety of activities dealing with art and/or fine muscle coordination. There is also time for stories, free-play, and visiting the Toddler area until 9:00.

9:30-10:00 Singing and fingerplays followed by snack.

10:00-10:30 Show and Tell, Group time with music or creative movement games.

10:30-11:30 Children choose between two or three activities including outdoor play, walks, learning-centered materials or fantasy play.

11:30-11:40 All Preschool children and Aides gc for a short lunch walk out the back gate and around the play area to the front door.

11:40-12:15 One or two songs followed by lunch served family style. The children help themselves with encouragment to try a little of everything.

12:30-1:00 Child chooses between outside play or stories inside.

1:00-2:00 Nap and/or resting time.

	2:00-3:00	Getting up, putting blankets and sheets in laundry (children do this), welcoming incoming children, starting a repeat of or variation of morning's theme.
	3:00-3:30	Singing and Fingerplay followed by snack.
	3:30-4:30	Child may choose between several activities including a walk on campus or outside play.
TODDLERS:	8:00-9:00	Free play, puzzles, gate is open for visiting to Preschool side, feeding the rabbit, stories.
	9:00-9:30	Small group activities with emphasis on small motor manipulatives, art and stories.
	9:30-10:00	Singing and fingerplays follwed by snack.
	10:00-11:30	Activities with emphasis on large muscles, including walks, music, outdoor play.
	11:30-12:30	Lunch with songs preceding, clean up is done with children's help, getting ready for nap.
	12:30- 2:30	Naps for most with wake-up time between 2:00 and 2:30.
	2:00-3:00	Small group activities repeating the morning or new activities depending on the number of new incoming children.
	3:00-3:30	Afternoon snack with songs and fingerplays.
	3:30-4:30	Small group play, walks, outside play.

Flexible scheduling affects the orientation of the Center in a number of ways:

1. In terms of service - we are able to serve 2 - 3 times as many families as would be possible in an all-day program for the size of our Center.

2. Smaller time-blocks are available to provide an "introduction" to day care for a child.

3. Schedules are adaptable to the changing needs of the student families. More or less time can be scheduled if needed and space is available for more time.

4. Variablity in scheduling options allows student families to adjust Center hours to their new term's schedule. Therefore many of our children are in the Center for the duration of their parent's academic program or until they become too old to use the Center.

5. The seniority system for scheduling creates a core group of children who have been in the Center through both Toddler and Preschool programs or for more than one year in the Preschool group.

The developmental goals for children are also strongly influenced by the uniqueness of our Center:

1. Because of the variable nature of the group, learning activities are those able to be completed in a short time frame. There may be themes that carry-over from day to day but they are very general themes so that they encompass a child who may not have been there the previous day.

2. This varying population also necessitates the creation of more optional activities, i.e. repeat activities for children who may not have been in the Center when the activities originally took place. plus carry-over or new activities for those children who already did the first project. This maximizing of options out of necessity for us also creates an emphasis on the child's developing abilities to make choices and stick by them.

3. The large numbers of children and variable groups also

promotes small group or individual learning experiences as opposed to only learning in one large grouping.

4. Any type of measurment of group progress on a set of goals is also difficult. Our Center, therefore, uses informal measures of the individual progress of children rather than of the group.

The changing Center population also creates a more complex social structure thereby necessitating a number of adaptations on the part of the children and the adults. Daily routines and schedules gain added emphasis. A late lunch or snack may mean a child doesn't eat with the group or that another child arrives mid-meal. In addition these routines promote consistancy which can be transfered from outgoing to incoming children. For example: "Group Time" (music, Dry teeth-brushing, sharing time) happens after snack each day about 10:00 regardless of which children and aides make up the group. Any child coming into the Center on the Preschool side knows where to go and what to do at that time whether they were there for snack or not.

Another example is the Toddler lunch routine that also serves as a transition into naptime. It is a specific daily pattern that does not change and progresses as follows:

1. the children help pick up toys
2. they line up for handwashing at the sink on the Toddler side
3. after washing and drying their hands on paper towels, the towels are put in the trash by the child
4. child chooses a chair by one of two tables
5. songs and fingerplays
6. lunch is served (plates come to the table with food already on it and they are placed in front of each child) and milk is served in small paper cups
7. on finishing their meal the children put their dish and spoon in a plastic dishpan and their plastic cups in the trash when finished with their milk
8. they return to the table for fruit
9. they place fruit peels and remaining cups in the trash
10. bibs are removed with help and the child washes his/her hands and face with a washcloth previously placed beneath each chair
11. washclothes and bibs are put in the laundry barrel by the child and books are chosen from the nap-book basket
12. the child goes to his/her cot and looks at the book until

time for a turn at the changing table if needed or help to the bathroom. Lead Caregiver and aides help the child in the final stages of settling into naps.

This regular daily routine is completed successfully by children as young as twenty months. Some children even expand on this routine by helping aides wipe tables and helping the younger children.

Though this very specific schedule makes activities go smoothly, more important goals are attained. The children not only achieve greater self-sufficiency skills and learn a predictable sequence of events but more importantly their ability to successfully complete these tasks aids in growing self- confidence and positive self-image.

The importance of "old-timers" or other regularly-scheduled children and the Lead Caregivers as role models is increased simply because so many other individuals in the Center come and go during the day. It is especially important that self-help skills are emphasized both for the children and the aides as it is virtually impossible for the Lead Caregivers to attend to the needs of all. One example of this is the emphsis on labeling. Individual cubbies are labeled for the children's clothes and storage of personal items. Curriculum materials have specific places and these are labeled thus helping everything to have a place and eventually everyone learns those places. With the use of labeling and the examples of the "old-timer" children the goal of rapid integration into the Center routine is accomplished.

The nature of our student parent families tends to create a distinct program orientation. The educational level of the parent and other factors signifies that this is not an intervention type program. The vast majority of our children exceed their age group norms for cognitive growth and generally meet or exceed psycho-motor norms. Primarily the children are from small, young families who are often geographically isolated from their extended family settings. Thus the social interactions within the Center gains added importance. For many of the children the peer group contact within the Center is their only significant contact with other children. The ability to attain social autonomy becomes more important in the complex social order our Center schedule maintains and what to many may seem a problem, in a successfully run program, can be a means for a child's gaining extra skills in social interaction.

In examing the type and degree of child-adult interactions that may be unique to our Center format we think that the number of students used in the Center as aides provides a distinct feature. The first effect is that the child has contact with a greater number of adults through the week. A child in the Center for the maximum of 30 hours a week on the Preschool side may see up to 14 different aides. But the same aides are seen at the same times during the week for the whole term and an expectation factor comes into being on the part of the child. The positive results are a greater range of personalities to know although the depth and duration of the contact is sometimes reduced. On the other hand, most of our aides remain with us the whole school year so contact is over a long time.

Children who are in the Center on a more infrequent basis, for example, MWF afternoons, are likely to see the same group of aides on each of their days and so have a smaller number of adults to know and their attachment may be stronger toward a particular individual.

The varied background of the aides provides an additional resource. Aides with experience and/or expertise in areas such as art, gymnastics, music, etc., share these skills with the children and this may influence certain children's interactions with adults who reflect their interests. The part-time status of the aides also greatly affects the quality of contacts with the children. Because the aides are only in the Center for short blocks of time, they have the potential for bringing more energy into their work without having to space that energy over an entire day at the Center. Frustrations that sometimes arise from continued contact with the same children and adults are also reduced because the Lead Caregiver and the children themselves can change the groupings of adults and children through the day. Power struggles between children and adults are reduced because of this factor.

On the opposing side, the general adult-child interaction is short-term and there is sometimes a lack of time to really know a child making the contact less significant for adult and child. Our relationship with children and aides is built over several terms and an individual using the Center for one or two terms only has only a surface knowledge of the Center and its program. The one constant for all remains the Lead Caregivers

who are there all day, five days a week and become the focal point of the arrivals and departures of children and aides.

Our Center program also creates some unusual variations in the contact between Lead Caregivers and children. The number of children seen by each Caregiver varies from day to day although the number of spaces in the Center remain the same. For example, there is room for 8 Toddlers at any one time but on Monday 18 children may use those times while on Thursday 11 children with longer hours may use those spaces. The duration and intensity of contacts with the children may therefore be reduced. The Lead Caregiver sometimes then becomes a coordinator of activities rather than a participant in one-on-one contact with the children.

On the plus side of the scale this factor of reduced contact with a child for short periods often brings a reduction of the frustrations that can develop with constant contact between the same individuals. There is always another adult known to the child who can share an activity and divert that frustration, allowing a postive rechanneling of energies all around.

Our program can also have a similar effect on parent-child relationships. We are able to offer a larger number of parents and children an opportunity to have time to themselves because of the flexibilty of our scheduling. By providing a wide range of options, the Center Program can accommodate parents who only wish a few hours per week to introduce their child and themselves to day care as well as parents who need day care for longer periods of time for classes and studying.

Interpersonal relationships between our children as individuals and as a group develop over a long period of time. There is an ebb and flow to the process but there is a pattern. Of the 72 children using the Center at least once a week on a regularly scheduled basis 50 of them are in their second year at the Center. This does not mean they only play with each other it means a situation in which 50 children are comfortable in the setting and so spend time learning about the new personalities through the week as they come in contact with different children.

As a general rule for both groups aggression levels are low because the groupings change often and the same core group of children are not always present at the same times each day. Groups among the Toddlers are loosely formed because of their age. There is evidence for younger Toddlers to follow the lead of/or specifically welcome older Toddlers into the setting. The Toddlers are identified as a group by everyone at the Center including the Preschoolers. Examples are using the group name when outside; "time for the Toddlers to come in", or inside when it is time to separate the groups of children to their respective areas after 9:00 a.m. Preschoolers identify younger siblings as being ready for the Toddler side and some of the Center adults staff are seen clearly as just being for the Toddlers and others just for the Preschoolers. An example of this is one newly-graduated Toddler who refused for several weeks to be helped in any way be the Toddler Lead Caregiver because he was now a "big kid"in the Preschool group. Another Preschooler always asked the Program Assistant whether she was a "Toddler"

or "Preschooler" that day before deciding whether she would play with her. This particular child had not wanted to leave the Toddler group security and her transition was slower than most of the children. Once she made the change, however, she made a complete shift and was careful for several weeks not the associate with the identifable Toddler adults.

It is generally easier for a new Toddler child of 15 months or more to come into the Center setting because the other Toddlers are comfortable and doing a variety of things. The average is 2-4 visits before a Toddler is comfortable and in some cases there is little distress shown even on the first visit because the group is accepting of any newcomers. The same factor holds true for the Preschool group. Both groups can establish a pecking order or placement within the group very easily because there are usually only one or two new personalities to deal with at a time. The Toddlers briefly engage in this practice usually by having the bravest and most comfortable member of the current group showing some type of aggressive curiousity toward the newcomer. Once this action is dispensed with the group settles back into the regular routine. The new child then become a fringe observer for a time before demanding equal time with toys and activities.

Groups forming among the Toddlers and the Preschoolers change in size and age and activity level based on the time of day and which day. Particularly among the Preschooolers there is a core of one or two children who gather satelites when they arrive or encompass other children as they arrive. An example: Monday morning G and J play together at 8:00 a.m. but they are clearly waiting for A who arrives at 8:30 to take charge of the

direction of play. Tuesday A might be the first one there and he draws J into his play. Since G does not come until much later that day other children become part of the group instead. The groups may be directed by one or two children but later in the day or on another day one of the core members will not be there and a fringe observer from the hour or day before will become an active member of the group at that time.

There is also an older-younger group relationship among the children because most of the children on the Preschool side were Toddlers and they can see where they once were the smaller ones and now they are the big kids. The physical setting contributes to this feeling because part of the Preschool area is built up and low wall separating part of the area allows children to look over and down on the Toddlers. The Preschoolers then become the "big kids" in another sense.

New Preschoolers, either entirely new or recently graduated, become spectators for a time while everyone sorts out new social orders. The groups form and reform sometimes on an hourly basis. Denial of participation in one group is not a big problem because the variety of groupings allows a place for each personality to fit some time during the day. New Preschoolers from the Toddler group often revisit their old setting the first weeks of a term so they can again be leaders. These short visits usually taper off naturally when admission into the Preschool social order is comfortable.

Because groups can change within a short timespan a child will be exposed to several play experiences even if they remain with the same core group. A change in one or two members may

mean a complete shift in direction of play and area of play. Fringe members of one core group may leave to form a new group when a child arrives at the Center who is closer to their age and interests and a new play situation becomes available.

Within the confines of our hourly schedule the children are able to establish a strong relationship with each other. It is built up over terms rather than weeks and these long school year relationships supports the atmosphere of stability and continuity that together with a familiar regular routine enables us to provide a positive learning environment for the children.

Between the Lead Caregivers, Program Assistant and Center Coordinator there are monthly staff meetings. At any time the Coordinator can and does discuss situations with other staff members. Aide meetings are held every week under the supervision of the Lead Caregivers. Developmental patterns of the children are discussed as well as specific Center policy, concerns, plans and methods for handling individual situations and children. There are also In-Service workshops once a Quarter for all staff and Aides of both child care centers. In this way communication between the adults is kept flowing and creates a feeling of involvement for everyone.

Our physical setting also contributes to a good communication network because the Center's interior walls are low and the traffic pattern flows from area to area within sight of almost all the adults at any one time. There is little feeling of isolation among the adults in dealing with situations because support is always there. The aides can see the Lead Caregivers

as role models as well as determining how other aides handle situations. Several times throughout a day the children are in one group. The Lead Caregivers and aides can then observe and get to know the behavior of both groups and this helps in staff and aide meeting discussions. An effort is made to present a united front to the children and a Lead Caregiver may discuss alternate means of dealing with a situation at another time in the day or at staff meeting rather than in front of the child. We encourage the aides to observe behaviors and contribute ideas for creating positive behaviors.

Our Center is not designed as a parent co-op. We have no parent steering board nor do we have an ongoing advisory board. In the past parent meetings have been called to discuss specific issues dealing with Center growth but most of our meetings with parents have a social, informal basis. A parent bulletin board is maintained and we keep current with community events that would be of interest to the parents. We serve as a resource for community services agencies and the Center can be used by other University-sponsored groups in the evenings and/or weekends with prior permission and use of our trained aides.

Within the last two years Parent Potlucks have served as the main means of general Center announcements. In this way work parties were obtained to help in constructing our outdoor storage structure, bike path, sand box and climbing structure. These meetings have met with such a good response that monthly meetings were planned for the school year. Parents see this as a time to get to know other children and parents on an informal basis. Another source of parent, staff communication has been

our purple couch. This is where parents often wait for a child to finish snack, an activity, or to return from a walk. It is a chance to talk informally with a staff member, another parent or their child's playmates.

In general the parents have signified that they feel comfortable in talking with the staff about their children. Much of the discussion takes place during arrival and departure times but a parent can request a formal conference at any time. We have a Center Newsletter which serves as another way of distributing Center plans and information. It is now planned for more than once a term and includes a section from each Lead Caregiver, recipes, songs popular at the time, current information on topics of interest to the parents and any current news or information about the Center.

The children at the Center readily communicate with each other. Much of our activities at the Center come through the verbal skills. Most of the children learn most of the names of the adults on their side within the first few weeks of the term. Lead Caregivers are the special constants in their lives at the Center but all the adults become familiar to the children over the term. For this reason and because all the children play together several times during the day, the toddlers are exposed to the language skills of the Preschoolers and the adies serving that group and the transition to the Preschool side is not an abrupt one.

All the children are encouraged to use their words to make their wants known. Aggressive behavior is channeled into verbal expression as much as possible. This is not always successful

but the children are aware of the Center policy to use words instead of fists. There is a concerted effort to explain things and label objects and feelings when talking with the children. Group time, sharing times and music/story times are several ways in which this is done. Because the child's time in the Center can be short that day long term projects are not generally used. Activities which need little preparation and introduction are used with lots of discussion while the event takes place. Many of our activities center around expanding on verbal and social learning skills because the feedback is faster, stronger and more visible to the child than a project more involved which the child might not see completed because their time is up for the day.

Because we serve many families through the day there is a stress on providing information about the child's time in the Center. Lead Caregivers are very aware of making the children and parents feel a part of the Center. This attitude becomes very important in an hourly program such as ours because we think we are providing more than short-term custodial care. Parental comments on our curriculum support the fact that we are indeed creating a positive learning environment for their children and the effects are seen at home and at the Center.

As a conclusion to our presentation, we would like to highlight some points which we feel make our program successful.

1. Our program structure is firm and consistent yet flexible to the families' needs. This is evidenced by the fact the Lead Caregivers can rotate which group they care

for, if necessary, and the program goals are still met without disruption. Everyone is attuned to the routine and responsiblities of the general program.

2. We have a communication system which is utilized by everyone.
3. There are central adults in the child"s time at the Center via the full-time Lead Caregivers and core assistant staff aides.
4. There is a core group of children who use the Center daily and over the years. Children spend an average of two years at the Center.
5. Our staff is comprised of caring adults serving the specific needs of the population enrolled.

Because our EMU Child Care Center has proven to be so successful, because the cost of full-time care keeps escallating and students are low-income and can only afford a minimum for child care out of their budgets, and because the centers connected with the EMU (Erb Memorial Union) need to continue serving as many student families as possible, the hourly scheduled program concept is being expanded to the other campus child care center under the direction of the Child Care Coordinator.